

SAFETY

Educational

Two Sections • Section One



Teenagers and Safety → Page 8

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

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SAFETY

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Education

• • A MAGAZINE FOR TEACHERS AND ADMINISTRATORS



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Over My Shoulder



Kits of the materials used by the Citizens' Traffic Safety Board in organizing and developing the first Metropolitan Chicago Teen Age Traffic Safety Conference have been supplied to the field organization of the National Safety Council for use by chapter managers.

Should safety patrol members face the street or should they face the pupils on the sidewalk? Should the patrol flags used by patrol members bear the word "stop?" Pictures showing two questionable practices have recently been printed in SAFETY EDUCATION. The use of these pictures was protested by two persons who, because of their long experience in promoting safety, command respect. Standard Rules for the Operation of School Safety Patrols was published by a number of organizations interested in safety patrols. It has been accepted as the guide to the best practices in safety patrol operation. Pictures published in this magazine are not intended to supersede Standard Rules—they are intended to show current practice.

A couple of months ago an appeal for help in preparing a Data Sheet on Safety in the Home Economics Laboratory was published

here. There have been some responses. It still is not too late for others to add to the value of the proposed Data Sheet.

The September issue of SAFETY EDUCATION, which told of the dispute about playground surfacing, was sent to a number of non-school persons together with the question: "What do you know about a safe surface for use under apparatus?"

From a number of these persons came this answer: "Ask Edward R. Dye, Cornell Aeronautical Laboratory. He has done more work on impact injuries to the human head and skull than any other person in the nation."

Next month SAFETY EDUCATION will print a paper, written by Mr. Dye, on how to protect the head from impact injuries.

Two papers, prepared for the 40th National Safety Congress, have been excerpted for publication in this issue. Supervisors Demonstrate Curriculum Planning and Identify Safety Needs in Secondary Schools. Readers who did not have the opportunity of attending the Congress may find them helpful.

Charles W. Taylor

Learning Safety is Fun for New Rochelle Pupils

IT MAY BE TEN OR FIFTEEN years before all the results of the experiment can be evaluated but while the experiment was in progress the lower elementary pupils of Roosevelt public school, New Rochelle, New York, had lots of fun learning to be safe and courteous drivers.

The evaluation will have to wait until the pupils exchange for real cars the fifteen miniature, pedal-operated automobiles they drive in the school's junior traffic training course. Recently though, in a child-size situation which is true to life excepting only the absence of life-taking hazards, grade-age pupils at Roosevelt were learning the meanings of stop signs, traffic lights and other traffic control devices.

The idea for the experiment came to Ralph Graeter, highway safety consultant, while he was studying a report on traffic trends, according to THE LAMP, a magazine published by Standard Oil Company of New Jersey which relates the experiment. The report indicated that within the two next decades the number of automobiles on the nation's highways will probably be doubled. There will probably be a hundred and seven million licensed drivers—more drivers than there were people in the nation just thirty years ago.

Startling to Mr. Graeter was the prediction in the study that highway fatalities will be increased more than half by 1965!

He began to speculate about what might be done to prepare today's young people for such a four-wheeled life. He knew about the high

school driver education courses which are widely adopted throughout the country. But he wondered if it were not both possible and desirable to begin teaching children at a much earlier age.

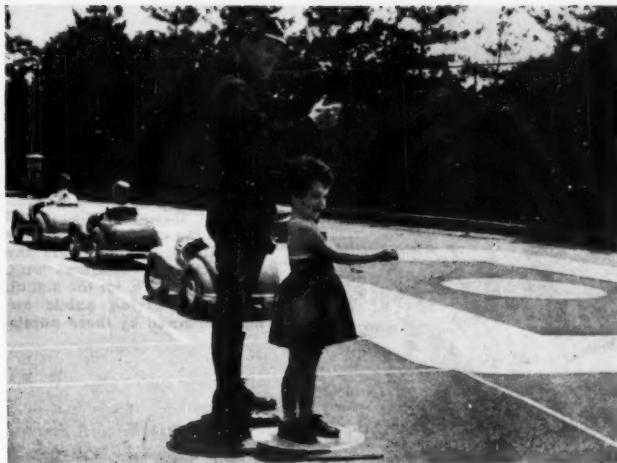
He realized that children in the lower elementary grades cannot be expected to drive automobiles. But it occurred to him that perhaps they could begin to acquire the attitudes—courtesy, alertness, respect for others, patience—which are of tremendous importance to highway safety.

MR. GRAETER SPENT THREE months developing his plan. Then he took it to Dr. Orlo K.

If you cross the white line, you aren't playing fair. This is one of the first rules taught the children.—all photos courtesy Standard Oil, New Jersey.



Safety Education for March, 1953



Police Officer John Sohnberg coaches a Roosevelt pupil in the techniques of traffic control. Learning is fun when the learner senses that what he is doing really counts. This little girl knows that she soon will be directing her fellow pupils.

Jenney, principal of Roosevelt public school, New Rochelle is a progressive, safety-conscious community that is neither too urban nor too rural.

Mr. Graeter's prospectus contained a layout of a driving course which could be painted on any school yard, and models of inexpensive, easy-to-make signals and highway signs. One of the plan's major points was that any school could set it up with a minimum of cost and effort. It called for using any vehicles that the community might have at hand—tricycles, bicycles, pushmobiles.

Dr. Jenney agreed to let the school participate in the experiment and volunteered to enlist the help of others.

Particularly appealing to educators is the fact that the attitudes learned will not be mere verbalisms but will result from the pupils real-life situations and experiences.

Lieutenant Brueckner of the New Rochelle police detailed a highway marking crew and machine to paint street outlines on the playground. Mr. Giotti, school custodian, made the signs and signals. Five mothers from the PTA showed up with dungarees and demanded paint brushes.

By the time the experiment was ready to be put into effect the Austin Company of England had agreed to lend fifteen model cars for use in the project—cars which, though pedal operated, were equipped with real lights, a horn and balloon tires. Motivation was a cinch thereafter.

When the preparations had been completed Police Officer John Sohnberg told the first

group of children how very important it is for them to learn to walk and to drive carefully. Then he proceeded to instruct those chosen to be policemen.

The class was divided into drivers and pedestrians. Eventually, through rotation of the roles, all the children had been drivers, all had been pedestrians, and all had been policemen. The game was to walk or drive quickly and safely around the two blocks painted on the playground, obeying all signs and all policemen along the way.

LET'S FOLLOW SOME of them.

The driver of the blue convertible did not see the traffic light. She rolled right past the red signal, barely missing several pedestrians. By the time she stopped, the policeman was

Pedestrians have the right of way. This driver will wait until the walker has crossed the street.





Straight through traffic waits behind the crosswalk while the left turning traffic clears the intersection. Pedestrians wait, behind the curb, for the signal. Many life saving habits are being learned by these pupils.

already coming toward her, a book of traffic tickets in his hand. The driver of the blue car got her ticket and, next morning in the classroom, appeared before a jury of her peers in traffic court.

Miss Nixon, the teacher, was presiding magistrate. She picked up from her desk the first of several tickets:

"Ruth and Billy," she said addressing the offending driver and arresting officer, "will you please come forward."

With the children standing soberly before her, she continued:

"Billy, please tell me why you gave Ruth this ticket." And Billy told her and the class why he had given Ruth the ticket.

"Ruth," asked Miss Nixon, "did you pass a light?"

"Yes I did—but Billy waited until I was right there before he turned the signal red. He's done it before, too."

A jury member interrupted:

"It's happened to me, too, Miss Nixon, and I almost got a traffic ticket. Sometimes the policemen turn the lights too slow."

"Do you think," Miss Nixon asked Billy, "that's what happened to Ruth?"

Billy admitted that perhaps he had waited too long before turning the signal. Miss Nixon turned to the class:

"You have heard both sides of the case. How many of you think Ruth is guilty?" Only

two hands were raised. "How many think she was not guilty?"

A forest of hands arose. Ruth smiled and started to her seat but Miss Nixon called her back and spoke to her and to the class.

"Let's not forget," she said, "that very often real traffic signals change just as we are driving up to them or just as we step off the curb. So we must watch them carefully all of the time."

The next case involved Jack Reynolds. He was charged with straddling the white line while waiting to make a left turn. The guilty verdict was unanimous.

The class found Jack guilty because, as Officer Raymond put it, "if you cross the white line you aren't playing fair. The rules say you can't cross the white line, ever."

ALTHOUGH THE TRUE VALUE of the experiment cannot be determined until these pupils are driving real cars in competitive traffic situations, the effects of the training were noticeable on the schoolground traffic course within a few days. Within weeks, they began to crop out in the classroom and long before the program ended, three months later, they were being felt by parents at home.

The boy who began by zooming his car madly around every corner soon was halting for each stop sign. An older boy who at first refused to obey any policeman—especially a girl—quickly learned,

(to page 39)

Identify Safety Needs in Secondary Schools

by MAYNARD O'BRIEN

THIS TECHNIC FOR IDENTIFYING general safety education needs in the secondary school program grew out of the Illinois Curriculum Program. A better understanding of the technic and of its underlying philosophy will be gained from a brief review of the Illinois Curriculum Program.

The program was launched in September, 1947, under the sponsorship of the state superintendent of public instruction in cooperation with organizations representing labor, agriculture, business, industry and other lay and professional groups which had evinced some interest in the programs of public schools and the difficulties which confront these schools.

Six types of inter-related activities were promoted:

The conducting of local research studies on curriculum development;

The encouraging of the development of curriculum projects;

Conducting workshops;

Preparing and distributing literature on school affairs;

Facilitating a statewide organization for curriculum development;

Consultation with institutions of higher learning with the purpose of getting modifications on their entrance requirements.

This technic for identifying general safety education needs in the secondary school program is a development of the first-named phase of the Illinois Curriculum Program, i.e., locally-

based research studies on curriculum development. It is known as a local area consensus study.

The technic has other roots in the Illinois Curriculum Program. During the first year of the program, four studies were made. From these studies were drawn conclusions, some fairly obvious but very pertinent.

- Increased enrollment is causing serious overcrowding.
- This implies a need for increased revenues.
- Sufficient revenues can be obtained only if the public understands and believes to be desirable the things that the local school is doing.
- The present student body is part of the public and will influence public opinion to some degree.
- School people should make certain that patrons and pupils understand and accept as desirable what the schools are attempting to do.
- The public is entitled to value received for its investment in education.

A follow-up study, conducted in 1948, clearly indicated that, in terms of parents' expectations of what should be accomplished by the high schools, neither graduating pupils nor teachers

MAYNARD O'BRIEN is head football coach at Eastern Illinois State College. He began work on the Illinois Curriculum Project while he was doing graduate work at the University of Illinois. This report is excerpted from an address given at the 40th National Safety Congress.

felt that an adequate educational job was being done. This is hardly a secure basis on which to urge increased financial support.

Further, the study suggested that some powerful restrictive influence must be operative in the schools. An overwhelming proportion of the teachers thought that their school was doing poorly what they believe it should be doing adequately.

Something of real consequence is interfering. Unless, and until, the restrictive influence is identified and removed, it will scarcely be possible to remedy the situation.

One facet of the restrictive influence could result from the method of training teachers. Most teachers are graduated with one major and one or two minors. While they have a more or less expert knowledge of these subject areas, they are not necessarily conversant with the other areas in the high school curriculum. The result is that many teachers proceed without the intelligent understanding, the effective support and cooperation of teachers in other subject areas of the curriculum.

Effective and active support of the whole school program can be had only on the basis of an intelligent understanding and a whole-hearted acceptance of the total program. The need for this understanding and support goes beyond the teachers. It must include the pupils and patrons of the school.

The steering committee of the Illinois Curriculum Program believes that what is needed to weaken this restrictive influence is a local, in-service, action study designed to help the total faculty, with parents and pupils, do three things:

Decide together what should be attempted in and through each subject and service area of the school.

Decide together which of the things they think should be attempted are, and which are not, being achieved to a reasonable degree.

Decide together specific ways of achieving those things which are not being achieved which they think should be attempted.

It is apparent that safety education could have a place in this program.

THE STUDY ON SAFETY education is one of more than twenty studies which are planned to cover each subject and service area of the school. It was begun by drawing up some forty objectives as a tentative guide. To criticize and amend these tentative objectives, a jury was selected which included a representative of the

state office of public instruction, the director and assistant director of the Illinois Curriculum Project, a principal of a large high school, the coordinator of safety for the Chicago public school system, a representative of the National Safety Council, one safety instructor from a large high school and one from a small school, a safety instructor from an elementary school, and two secondary school pupils.

After the jury had amended the tentative guide, simplifying the language and assuring itself that all phases of safety education had been included, a trial run was made with parents, pupils and teachers at five separate schools. With further revisions made as a result of this run, the writer took the work, now called Inventory A, to a high school where, on a selected panel of teachers, pupils, parents and other interested persons, it was tested for its ability to provoke discussion and examination of the safety education area.

THE OBJECTIVES FALL INTO two general categories. One category is of a general nature which permits group examination of such subjects as:

Use and importance of surveys to locate hazards.

Pupils' participation in the development of safety programs.

Approaching the problem of accidents through prevention.

Measuring present knowledge, habits and attitudes of pupils toward safety.

Importance of being able to read, understand and obey safety laws, rules and regulations.

Importance of being physically able to avoid accidents.

Help pupils understand the effect which physical, mental and emotional traits have on safety.

Importance of pupils accepting responsibility for their own safety and the safety of others.

The objectives of a more specific nature include these areas of safety:

In the home and on the farm.

In school buildings and on school grounds.

Pedestrian safety.

Bicycle, motor scooter and motorcycle safety.

Driver education, both in the classroom and in practice driving.

Public and school transportation.

Indoor and outdoor recreation.

Physical education and athletics.

Firearms.

Hazards of trespassing.

Fire.

Attack or invasion by enemy forces.

Neither the listing of topics in the general category nor in the specific area is intended to be exclusive.

It is intended that all the teachers in a local high school together with a panel of pupils, parents and other interested persons should use Inventory A as a basis of discussion. Each panel participant is asked to do two things, anonymously, in reference to each objective proposed.

He is asked to indicate whether he believes that his school should accept and act upon or attempt to accomplish each of the proposed objectives.

He is asked to estimate the extent to which his school is currently acting upon or accomplishing each objective.

THE FINDINGS FROM THESE discussions are used as a basis for as many faculty-patron-pupil discussions as the local panel desires. The basic purpose of the tri-party discussions will be to argue the pros and cons of each objective, building as broad a basis as is possible for faculty-patron-pupil consensus in support of a good safety education program.

A second purpose will be that of enabling the faculty-patron-pupil representatives to make a realistic appraisal of the existing safety education program.

After these faculty-patron-pupil discussions have been completed under the leadership of the high school principal and safety education instructors, the Illinois Curriculum Program will supply the school group with a second instrument called Inventory B.

This second instrument is to be administered to the total faculty, to the participating patrons and to the panel of pupils. Inventory B is intended to discover the consensus of the three groups and, further, to find what objectives of the safety education program each participant believes his school should attempt.

From the data tabulated from Inventory B the principal and safety education instructors, plus any other persons whom they may see fit to include in their decision making, will decide what objectives in safety education are to be

included in the curriculum development of the school. Their decision is then communicated to the original producers of the instrument, the faculty-patron-pupil discussion group.

If this local decision is to attempt to improve the safety education offered by the school, the Illinois Curriculum Project will send a third instrument, Inventory C, to the interested people. Inventory C offers concrete and specific ways by which the development of the safety education program may be implemented. Each objective of the program is measured against the following considerations:

What group of pupils needs this objective in its curriculum?

In what subject or service area should this objective be included?

Approximately how much time should be allotted to this objective?

What content should be included in the achievement of this objective?

What pupil experiences would be helpful in achieving this objective?

What teaching aids would be helpful in achieving this objective?

In addition to teaching aids, what equipment and supplies would be necessary to achieve this objective?

In what way can progress toward the achievement of this objective be evaluated?

What changes in each subject or service area are needed if this objective is to be included in our school?

Inventory C is to be utilized by all the teachers in the school who feel that any one of the objectives would involve some modification of the subject or service area in which they are teaching. These teachers will form a committee which will plan methods for making the desired improvements which they believe will be workable in their school. These methods will then be presented to the faculty-patron-pupil panel for interpretation, criticism, possible changes and adoption.

Reference materials, cited in the address, included:

Hand, Harold C., Principal Findings of the 1947-48 Basic Studies of the ISSCP, Bulletin No. 2. Superintendent of Public Instruction, Springfield, Illinois. 1949.

Hand, Harold C., Prospectus of the Local Area Consensus Studies, ISSCP Bulletin No. 15. Superintendent of Public Instruction, Springfield, Illinois. 1951. and

Bradford, Leland P., The Use of Psychodrama for Group Consultants. Sociometry, 1:2:192-97. June, 1947.



Metropolitan Chicago high school pupils speak their minds on teen-age traffic problems.

Teen Agers Talk Safety

FOUR HUNDRED AND TWENTY youngsters, pupils in high schools in Cook, Lake, Will, DuPage and Kane counties of Illinois, met January 13 for the first Metropolitan Chicago Teen-Age Traffic Safety Conference.

Represented by junior and senior pupil leaders were all the high schools, public and parochial, in the five county area. Adults, of whom 175 were present, attended sectional pupil meetings as consultants and observers only on the sufferance of the youngsters. Between half and a third of the high school population of Illinois was represented.

Following a pattern which seems to have been set by other major teen-age conferences, the young people and their local school advisors heard an array of speakers at the morning session of the one-day meet.

Franklin D. Sturdy, director of the Citizens' Traffic Safety Board which with the Chicago

Motor Club sponsored the meeting, opened the session. Other speakers, who outlined the teenage traffic situation, included Martin H. Kennelly, mayor of Chicago; Dr. Herold C. Hunt, general superintendent of the Chicago public schools; Noble J. Puffer, superintendent of the Cook county public schools; Matthew H. Sielski, director of traffic engineering and safety for the Chicago Motor Club; and Robert Young, actor and radio personality, who has devoted a considerable portion of his time to teen-age traffic safety.

A steering committee of pupil leaders, which had several preliminary meetings, had subdivided the total problem into six phases:

Learning to drive.

Use of cars by high school students.

The teen agers' driving record.

Traffic courts.

**Driver licensing. And,
Vehicle inspection.**

Following the opening general session the pupils broke up into twelve groups. Each of the six phases of the problem was assigned to two groups, meeting separately. Additionally, the groups were asked to bring to a closing general session recommendations on any other phase of teen-age traffic safety which was deemed by the group to be of paramount interest.

The first and second groups brought in recommendations on driver education classes. One group recommended state legislation requiring satisfactory completion of a course in driver education for graduation from high school. The other group urged that each high school, represented in the conference, make driver education classes with behind-the-wheel experience available to all pupils.

The merits of compulsion versus cooperation were debated from the floor at the closing general session. The feasibility of compulsory legislation was questioned. On the division of the house the proponents of the voluntary program were endorsed by a wide margin.

The second and third groups were unanimous, and were supported without debate by the house, in their recommendations concerning use of cars by high school pupils. "When you're old enough to get an operator's license (15 in Illinois)", said the chairman of the reporting group, "you're mature enough to drive a car.

Stephen Paul, pupil-chairman (seated) and Robert Young, discuss with members of the steering committee what teen agers can do to make their own driving habits safe. Young later addressed the opening session of the first Metropolitan Chicago Teen Age Traffic Safety Conference.

Getting and driving a car will give you a greater sense of responsibility."

On the question of the teen agers' driving record, after urging that some system be instituted which would permit the ready identification of accident repeaters, the conference again favored persuasion over compulsion in any

Through teen-age conferences the voice of "Keen Teens" will be heard and we shall create multipliers who have knowledge of modern traffic control problems. Let's give our junior partners a voice in drafting the traffic safety blue print of the future.—Earl Campbell, National Safety Council.

method undertaken to improve the record. Student leaders, the conference agreed, have the responsibility and opportunity for substituting safe driving for reckless driving as an indication of pupil prestige.

Conflicting recommendations were presented on the question of revoking the driving license of teen-age violators. Neither of the two groups which considered the matter were satisfied with Illinois legislation which requires revocation of a drivers license after the third "moving" violation within a year. Both agreed that the legislation is too lenient, at least as far as the teen ager is concerned.

Hot, and at times acrimonious, debate was





Group leaders John Holcomb and Dave Petty are typical of the twelve youngsters who handled the group meetings.

conducted from the floor on the relative merits of revocation for the first or the second violation.

Eventually the group agreed that the teen ager should have a second chance, only after the second moving violation should his license be revoked.

Traffic courts will be more effective in correcting the habits of teen age drivers, the conference stated, if there are teen agers represented in the court. For municipal Chicago, the group recommended a separate branch of the traffic court to hear teen-age cases. In

Next only to driver education classes, these teen-age conferences will do most to change the driving habits of high school youngsters.—Gordon Graham, safety supervisor, Detroit public schools.

the smaller, outlying communities the school should be represented, as a friend of the court, when teen-age traffic cases are to be heard.

Chicago, under permissive state legislation, has an ordinance requiring the inspection of all motor vehicles once a year. The teen agers

Teen agers only! In the group sessions adults were admitted only as consultants and spoke only in answer to questions. Many hands were raised as discussions on the six subjects became fervid.

Adults have been trying to correct the driving habits of young people without much success. Here they are given an opportunity to analyze and solve their own problems. If the activities of the 4-H clubs, for instance, are a criteria, teen-age conferences are bound to produce good results.—Wayne Hughes, school and college division, National Safety Council.

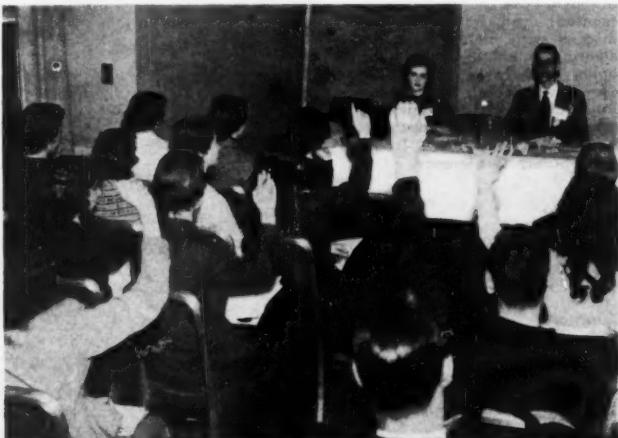
recommended the state-wide adoption, at state expense, of motor vehicle inspection.

Present licensing standards, the group felt, were not sufficiently stringent. They urged that applicants for drivers licenses be required to pass a written test on ordinances, a psycho-physical test, and an actual test of driving skills and abilities before licenses are issued. Each license, they agreed, should include a photograph of its holder.

Two recommendations of a more general nature were adopted. The teen agers felt that safe driving clubs would help youngsters to be less reckless on the streets and highways. They urged the institution of such clubs in their own schools. Also a continuing educational program covering the penalties—financial, legal and personal—of failure to obey safety regulations should be carried on in their schools.

Who are these high school pupils? The general chairman of the session was Stephen Paul, Chicago Heights, who, in the student government of his school, occupies a position comparable to that occupied by the mayor of his municipality.

The co-chairman was LeRoy Roltgen, Chicago, who is president of the student council at



Lane Technical high school and is also president of the Key club at his school.

The recording secretary was Jane Jenkins, Elgin; who is chairman of the building and grounds committee of the student council at her high school. Other pupils who were at the conference occupied equally responsible positions in their school organizations.

To effect a continuing organization the convention authorized the original planning committee to act as an interim committee which will serve until a second conference is called next year. The interim committee, in addition to formalizing the recommendations of the conference, will constitute an action group charged with the responsibility of pushing the adoption of the recommendations in the participating schools and of reporting to the sponsoring organizations and the second conference the amount of success attained.

Florida Youth Hold Statewide Conference

More than three hundred Florida young people in attendance at the state's first teen age safety conference, pledging themselves to do everything possible to help solve the problem of highway safety, urged the state legislature and the state department of public instruction to make driver education available to every high school pupil in the state.

The teen agers met concurrently with the Fourth Annual Governor's Highway Safety Conference. Eight resolutions were adopted by the youths.

The first urged that all drivers be required to take a re-examination every five years.

I feel very strongly that these teen age conferences should be encouraged with the idea that they be held in all states, as well as in the communities, to help mobilize the support of the young drivers.

—M. R. Darlington, Jr., Inter-Industry Highway Safety Committee.

The second resolution endorsed the Junior Chamber of Commerce rodeo program.

The third requested that the teen age conference be made an annual affair.

Another, approving the establishment of a junior safety council by the Jacksonville safety

council, recommended an expansion of the idea.

Insurance companies were asked to re-examine the practice of assessing higher premium rates against policies covering 16 to 25 year old drivers, exempting those with good records from the penalty.

The proposal of the education committee of the Florida Citizens Safety Council to extend safety education met with the approval of the youth conference which stated that it was speaking as a representative of the school population.

The conference recognized the urge of young drivers to improve and test the performance of their cars and urged the state administration to "give the cooperation and backing of the administration in finding suitable places for these people to operate their cars safely and sanely off the public roads and state highways."

Discuss Driver Ed. at Washington Conference

Problems connected with driver education commanded five of the eighteen recommendations made by the school and home safety sessions of the Fourth Annual Governor's Safety Conference held recently at Olympia, Washington.

• A study of self-financed driver education plans in other states was seen as a possible solution to meeting the cost of expanding the admittedly expensive program.

• Local school districts were urged to conform to the standards set by the state department of public instruction in establishing high school driver education courses.

These students are not just our teen-age drivers of today, they are our city officials and civic leaders of tomorrow. They are the citizens who will be able to provide better driver education and require rigid driver licensing.—Bill Bethel, National Committee for Traffic Safety.

• Insurance companies were asked to give consideration in preferred rates to pupils who have satisfactorily completed a standard course in driver education.

• Records of students completing driver education courses should (to page 40)

Hot Rodding Called

'Shortcut to Eternity'

Adolescents who are loathe to accept guidance from adults sometimes will listen to their contemporaries.

"Shortcut to Eternity" was written for teen age consumption by Judy Bagnall, seventeen-year-old senior at Cathedral High, Denver, Colorado.

Popular with her fellow pupils, Judy has been a cheer leader for two years, a member or officer of the student council for three, and a member of her Sodality for three years.

Her editorial against reckless driving, first printed in Hi-Pal, her school paper, has been reprinted in the Denver Post and the Tulsa Tribune. She hopes to become a journalist.

by JUDY BAGNALL

Instead of discussing the Presidential race, the atom bomb, the last basketball game, or who's racing in the fifth at Santa Anita, today we hold a discourse on the habits of the not-so-rare animal, the Wizzerica Demonica, or the common Speed-demon.

This species is rather low on the scale of nature, a little below the earthworm, even though he affects the guise of a human being and may come from the best of families. Unfortunately, he is quite numerous, the male of the type being in preponderance. At the moment, there may be one of that family right next to you.

"No!" you say in a shocked voice, "That's

my pal, Louie!" Well, unknown to you, friend Louie is a Dr. Jekyll and Mr. Hyde sort of a character, usually fairly civilized until he comes with sixty feet of a car. Notice that gleam in his eye? It betrays him. Yes, Louie is a Speed-demon.

Louie belongs to the not-very-exclusive club, the "Hot-rod Halfwits," whose motto is, "Drive fast, die young, and let someone else pick up the pieces. Their theme song is the Power-Shift Polka. Poor Mr. L. suffers constantly from the delusion that he is driving in the Indianapolis "500." This delusion is often disastrous to many an innocent party.

One of the diseases common to Louie's species is Accelerator's Foot. This malady is brought on by constant and heavy pressure on the gas pedal. The only known cure is a good stiff fine, or a sojourn in the cooler. In many ways this sickness is like cancer and polio in that it is usually fatal, and no sure cure has been found. However, Common Sense is prescribed. Close observation of different members of this genus, including Louie, indicates that they also suffer from deterioration of the brain cells, caused by too much wind whistling through their ears. Oh well, they never use that part of their anatomy, anyhow.

All of Louie's money

(to page 40)*

Safety Education for March, 1953



Judy Bagnall

Mrs. Clapp Quits Her School Bus



Though she is 80, Mrs. Clapp cleans her own windshield.

MRS. LILLIAN K. CLAPP has quit driving the school bus at Groton, Massachusetts. It is not that she was dissatisfied with her job; she liked it. It is just that, as she says, she is a "practical" woman.

The school enrollment in Groton is increasing. It has grown so large that her 29-passenger bus is no longer large enough, and, she explained:

"At 80, I didn't think that I'd undertake purchasing a new bus."

What makes national news out of the fact that "Grammy" Clapp has quit her job is the fact that since she was hired, in 1898, she hasn't had an accident! Twelve days she was absent. Six times she was tardy. Not once was anyone hurt.

Grammy has made no estimate of the num-

ber of miles she has driven—miles of sleet covered roads, of slippery wet roads, of snow crusted roads, and of dry roads. They were all safe roads for her and her passengers!

Routine, she says, is the keynote of her success. She automatically hugs the extreme right side of the roads, comes to a full stop at all "stop" streets, executes right and left turns as though she were in the midst of Times Square traffic at the height of show-break time.

She cautions her youngsters to be careful as they board and leave her bus. She counts her load to see that no one is left behind. She keeps discipline—in the old days symbolized by a hickory stick—aboard her bus. "I never had occasion to use it," she adds.

Horse and wagon or team and sled until 1935, then the auto bus—All safely!



When she began hauling pupils to and from school, Mrs. Clapp used a horse and carriage. The curtains were used only when the weather got too cold—or too wet—for her pupils' safety and comfort.—Photos courtesy Lowell, Mass., Sun.

Two Home-Hazard Studies

THE BEDROOM AND THE STAIRS are the most hazardous places in the home according to a recent study of home-accident deaths made by the Metropolitan Life Insurance Company. From the death claim records of 663 persons, between the ages of 15 and 68, who died in home accidents during 1951, the insurance company found that almost half occurred in bedrooms or on stairs.

Among men, stairs and steps accounted for more than one quarter of the fatalities with the bedroom coming second. The order was reversed for women.

(The bedroom was the site of one fourth of 987 home accident deaths reported in the 1952 edition of *Accident Facts*.)

In the Metropolitan study, fully one half of the fatal injuries in the bedroom resulted from conflagrations or burns by other means. Little more than one third of these conflagrations originated in the bedroom, many spread from kitchen or living room.

The absorption of poisonous gas is another leading cause of accidental death in the bedroom. Again, in only about half of the cases did the gas originate in the bedroom, in nearly as many cases the source was the kitchen.

At least twelve men and ten women were burned to death as a result of smoking while in bed. Three others—one man and two women—were asphyxiated by smouldering mattresses ignited by cigarettes.

Falls also contributed to the fatalities in the bedroom. About half were falls on the same level. These included slipping on a wet floor, tripping on a nightgown, colliding with a chair, and faintness. In falls to another level, falling from a window was important with men while falling from bed was most frequently mentioned with women.

Kitchen accidents accounted for about one seventh of the deaths of women and about one twentieth of the deaths of men.

Mishaps in the yard, the garage and other outdoor locations accounted for about one fifth of the deaths of men.

Falls and drowning accounted for most of

the bathroom fatalities. About one twentieth of the women and one hundredth of the men died as a result of bathroom accidents.

In a study of 163 non-lethal accidents reported to the White Plains, New York, general hospital, the kitchen was the most frequent accident site, being reported in seventy of the cases. The study, appearing in the January issue of *Home Safety Review*, was made by William Hammond, M.D.

The time of accident was predominantly in daylight hours (8 a.m. to 8 p.m.); 136 occurred in daytime and twenty-seven at night. The type of home in which the accident occurred was, private house ninety-one, apartment sixty-seven, and rooming house five. The part of the house or apartment in which the accident occurred was in the following order of frequency:

Kitchen	70
Bedroom	19
Living Room	18
House stairs	8
Doorways	8
Dining Room	7
Bathroom	7
Porch	5
Hallway	5
Cellar	4
Yard	4
Cellar stairs	3
Garage	2
Nursery	1
Library	1
Attic	1

The injuries sustained were of the following kinds and distributions:

Lacerations	88
Abrasions and contusions.....	20
Burns	15
Fractures	12
Possible fractures	4
Sprains	6
Poisoning	5
Eye injuries	4
Foreign bodies swallowed.....	3
Puncture wound—nails	3
Splinters	3

Locate Danger Spots

663 Home Accident Deaths Occurring to Persons 15 to 69 Years Old during 1951.
Classified as to Place, Cause, and Sex.

TYPE OF ACCIDENT	TOTAL	BED-ROOM	KITCHEN	LIVING-ROOM	BATH-ROOM	STAIRS	ELSE-WHERE INSIDE	OUT-DOORS	UNSPECIFIED
MEN									
Home Accidents—Total..	344	79	15	15	5	93	32	59	46
Acute poisoning by solids or liquids	9	2	1	1	—	—	2	—	3
Conflagration	56	35	—	4	—	—	2	—	15
Burns (except conflagration)	32	8	4	3	1	—	1	6	9
Absorption of poisonous gas and vapors	41	17	7	—	—	—	2	11	4
Drowning	1	—	—	—	—	—	—	1	—
Injury by firearms.....	22	4	1	3	—	—	4	2	8
Injury by falls on same level	30	5	1	4	2	—	5	8	5
Injury by falls from one level to another.....	135	5	—	—	—	93	13	23	1
Struck or crushed by objects	3	1	—	—	—	—	1	1	—
Electric currents	4	—	—	—	1	—	—	3	—
All other home accidents..	11	2	1	—	1	—	2	4	1
WOMEN									
Home Accidents—Total..	319	74	47	18	17	57	24	18	64
Acute poisoning by solids or liquids	10	6	2	—	1	—	—	—	1
Conflagration	53	27	3	3	—	—	2	—	18
Burns (except conflagration)	54	11	16	6	1	—	5	4	11
Absorption of poisonous gas and vapors	30	10	6	—	2	—	2	2	8
Drowning	5	1	—	—	4	—	—	—	—
Injury by firearms	4	1	1	—	—	—	—	—	2
Injury by falls on same level	66	11	15	5	6	—	9	5	15
Injury by falls from one level to another.....	83	7	3	4	1	57	5	4	2
Struck or crushed by objects	1	—	—	—	—	—	—	1	—
Electric currents	—	—	—	—	—	—	—	—	—
All other home accidents..	13	—	1	—	2	—	1	2	7

—Metropolitan Life Insurance Company



All the safety rules of the city PLUS those needed for farm life must be learned by pupils in rural areas.

Says Rural Children Have Doubled Need

by FRAN KIMMEY

CHILDREN IN RURAL AREAS are in need of more education in safety than those of urban areas. Rural children must learn all of the safety rules of the city and, in addition, rules of safety for the farm. Living on a farm can be hazardous. Walking to school along busy highways involves living safety rules as well as knowing them.

These facts have been recognized by the teachers in the elementary schools of West Dane county, Wisconsin. Committees of teach-

ers have worked together to develop materials which might be useful to all teachers. One outcome is a form which is used in all the schools in the county to obtain parents permission for emergency medical treatment in case of an accident or sudden illness.

Teachers have also worked together in developing resource units and teaching units in various areas of safety. Examples of the type of units carried on follow:

AVISITOR TO the Lukken school was surprised on entering the building to see numerous sets of large footprints, outlined and cut from brightly colored construction paper. These footprints were placed in various parts of the room.

At first glance they seemed to be haphazardly placed, but on closer examination it was discovered that each pair of prints had been placed at a point where a possible safety hazard existed—on a slightly raised threshold between the hall and classroom, on the wooden skids on which the desks are mounted, and on the step leading into the kitchen.

The children had made a careful analysis of the dangers within their own classroom and had taken this way of marking them.

Other interesting safety activities were in evidence. A large farm had been built at one side of the room, complete with buildings and machinery. Captions in verse called attention to the safe use of the various pieces of equipment. Four large bulletin boards further stressed the importance of safety. These bulletin boards made use of good commercial posters, but also exhibited excellent creative art and writing by the pupils themselves. The bulletin boards included Safety at Home, Safety at School, Safety in Outdoor Recreation, and Safety on the Street and Highway.

In telling about their unit, the children indicated that they had divided the work well. Children decided:

What they needed to learn;
How they could learn it best;
What jobs should be done;
Who would do the various jobs.

Most of the work was done by committees, and since the school includes grades one through eight, all age levels had committee representation.

Individual reports were given, and, in addition to the usual emphasis in such a unit there were some that were rather unique to the group.

The location of the school on a hill above the highway creates special winter hazards. Thus the report on winter safety related particularly to their own special problem. Since many of the boys hunt, special consideration was given to safe use of guns. One of the boys developed a "Bicycle Driving Quiz" which was of special interest to the group.

THE CHILDREN AT Tyvand school kept a written diary of the development of their safety unit. Excerpts from the diary, kept by a sixth

grade girl, follow:

October 6—We have decided to study safety. All of the boys and girls will help. Mrs. Lehnerr will help us, but we must do our own planning.

October 7—We talked about our Safety unit. We want to study safety on the highways. Mrs. Lehnerr thinks that Lieutenant Pope might come out and talk to our school.

October 8—We wrote to Lieutenant Pope of the Dane county police. We told him what we were doing and asked him to come to our school.

October 17—Lieutenant Pope visited us today. He showed us pictures of car accidents that happened through carelessness. Then he showed us three movies on safety. (The report went into some detail about the movies.)

October 20—We are going to display our safety material on a large table. We are going to study safety on the farm and safety in the city. We shall work in committees.

October 21—Carl, Sharon, and Janice are on the city committee. Gerry, Donald, Jimmie, Paul, and Jim are on the country committee. Judy will make the people for both committees.

October 22—We started working on our buildings today.

October 23—We made some more buildings and some of the kids brought cars.

October 24—The boys made stop signs today.

October 27—Mr. Hanson was at school today and took a picture of our table. It isn't finished, but he took it anyway.

October 28—We made signs for our buildings. We stopped to make a list of what we have learned.

Other entries in the diary indicate, that, while the children were primarily concerned with the activity of the unit, the teacher provided frequent opportunities for evaluation by the pupils and for summarizing what they had learned.

These are rather fragmentary reports of the type of units which are being carried on in nearly all of the schools. The approach varies with the situation, but teachers feel that learning is taking place, and that changes in attitudes are among the most important outcomes of this kind of activity. The safety teaching is correlated with language, art, music, arithmetic, and is certainly an important phase of social studies teaching.

FRAN KIMMEY is a supervising teacher in elementary education in the Dane county, Wisconsin, public schools.

Views AND REVIEWS

● ● ● SAFETY TEACHING AIDS

● BOOKS AND PAMPHLETS

EDUCATION THROUGH SCHOOL CAMPING. Helen Manley and M. F. Drury. C. V. Mosby Co. St. Louis, Mo. 1952

Reviewed by Douglas D. Blocksma, director of pupil personnel, Grand Rapids, Michigan, Board of Education.

This book is a down-to-earth detailed description of the organization and administration of camps operated by schools for the education of boys and girls. It is not filled with theory and philosophy; rather it is a how-to-do-it book with great detail on curriculum and ways of coordinating the schoolroom and the camp programs.

There are nine chapters, an appendix and an index. There is a bibliography at the end of each chapter. Chapter headings include: Planning for a School Camp, Camp Administration, Camp Leadership, The Program at Camp, The Elementary School Camp Curriculum, Camping in University City, Missouri, Secondary School Camp Curriculum and Evaluating the Camping Program.

Helen Manley is director of health and physical education for the University City public schools. M. F. Drury is principal of a University City elementary school.

One of the best features of the book is the detailed description of the University City camping program and of programs conducted by schools of Long Beach, California; Tyler, Texas; Cleveland Heights, Ohio; San Diego, California; Wood River, Illinois, and camping in Michigan schools. Photographs are well done and they add considerable life to a book which is written factually.

The book is somewhat lacking in developing the effect of school camp programs on the learning and personal adjustment of pupils. It is not lacking in detailed descriptions of curricular and administrative procedures. There is no doubt that the authors are experienced school campers who have been most perceptive and careful in writing.

This book can be used as a text and as a

sourcebook for anyone in any type of camping. School camp administrators will be especially appreciative of the appendix which reproduces actual program schedules, letters to parents, pupil information sheets, organization charts, teacher plan books, equipment lists, evaluation questionnaires, etc. It is an important contribution to the literature on school camping.

HANDBOOK FOR PTA SAFETY CHAIRMEN. Dick Mayes, editor. Oklahoma City Safety Council. 1952.

Unless you are one of those "unaccustomed-as-I-am-to-public-speaking" persons, there are few experiences as frustrating as being called upon to conduct a meeting. This Handbook for PTA Safety Chairmen is designed to take the frustration out of not just one such experience but also out of conducting the whole year's program.

The handbook was prepared by safety chairmen and safety workers for use in Oklahoma City and Part II would be of value only to residents of that community. But Parts I and III—the major portion of the book—would be helpful to any PTA safety chairman, inexperienced or not.

Part I considers the importance of the position of safety chairman and gives the beginner some methods of weighing her own potentialities.

Part III is a down-to-earth outline of the annual program of the organized safety movement with particular emphasis on child accident prevention.

Educators GUIDE TO FREE FILMS. Educators Progress Service. Randolph, Wisconsin. 1952.

Lists 2,332 titles of films available, free, to schools. Eighty films are listed under the classification Social Studies—Safety. The films embrace most of the fields of interest to teachers with a particular interest in accident prevention. Included are films intended for both the elementary and secondary schools.

PHYSICAL EDUCATION—Teaching Guide. Los Angeles City Public School System. The System. 1952.

Reviewed by Anthony F. Ingrelli, Laboratory School, Wisconsin State College, Milwaukee, Wis.

The physical education teaching guide of the Los Angeles City Schools is a most helpful publication for the elementary school teacher. The guide is well organized, indexed and illustrated. The suggested list of games for grades three through six, with descriptive and illustrative material, provides a wealth of appropriate activities for the classroom teacher as he or she attempts to cope with class recess problems.

The marching activity, however, as indicated on pages 167 to 169 can be questioned from a psychological and educational point of view. It seems to be quite incongruous to the democratic way of life. Imagine children marching to the play field! Are children to be automatons? Or should they be subject to the powers of their own intellects?

There is ample justification for the space that is devoted to potential hazards in the play situation and to the preventive methods that can be utilized for the fostering of safety. One can't be too sensitive to factors that affect safety whether they involve skills or environmental conditions.

As I reflect upon the content of this useful publication, I cannot help but note that the teachers, the supervisors and the administrative personnel who were involved may have unintentionally over-organized the recess period, which from the guidance point of view, should serve children as a means of escape from the stresses and strains of relatively (?) regimented classroom life. Certainly from the mental health point of view, something must be said for providing opportunities for children to be themselves, to lose themselves, and to keep themselves from being constantly subjected to external standards.

How can teachers who believe in individual differences, who know how children grow, and who have an understanding of the psychology of play expect all children to meet the skill standards that have been identified with each of the grades? Is the child who can't run the bases in less than fifteen seconds not destined to live the full life?

The Guide has much to offer. A sensitive teacher will supplement it with intelligent group planning, for children can initiate sound recess activities and help make play safe.

AWAKE AND AWAY; GROWING DAY BY DAY; KEEPING FIT FOR FUN; MY SAFETY AND FIRST AID BOOK. Health and Happiness series. Leslie W. Irwin. Waid W. Tuttle. Caroline De Kelver. Lyons and Carnahan. Chicago. 1952 revision.

Reviewed by Vivian Weedon, curriculum consultant, school and college division, National Safety Council.

The first three books are in the nature of reading books with accent on health and safety. The first little more than a picture book with a tinge of safety; the second composed of stories of children's activities at school and play in which safety is interwoven; the third, while still in story form, takes on more the aspect of a text book and has a specific section for safety. The fourth book which is actually not part of the series would be more accurately titled *My First Aid and Safety Book* and is in the nature of a work book.

These books are revisions of earlier publications. Much of the safety is adequately treated. In a place or two it seemed it would have been desirable if more explanation had been given as to why this or that action was safe and perhaps too much emphasis, particularly in the latter book, is put on the fact that accidents are caused by "carelessness."

The illustrations are charming but several of them leave much to be desired in the way of safety. The school safety patrol, consistently referred to as the patrol "boy," is shown standing in the roadway, a fireplace without a screen, a child is pictured standing on the top step of a step stool and so forth. However, in other respects the evidence of research is apparent as in showing the recommended traffic signs and signals.

SAFETY IN FAMILY LIVING. Department of Home Economics and National Commission on Safety Education of the National Education Association. The Association. Washington, D. C. 1952.

In a foreword signed jointly by Mary Mark Sturm for the department of home economics and by M. R. Trabue for the commission on safety education, it is said:

"Safety in Family Living contains information on three of the major segments of home economics—foods, clothing, and personal and family life. In each of

(to page 38)



Who, more appropriately than the safety patrol, should raise and lower the flag at the opening and closing of the school day? Both flag and patrol symbolize the importance of the individual.

"School
side at
patrol

Pat-
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of t
he

OAK RIDGE SAFETY

The faculty sponsor of the Oak Ridge safety patrol meets regularly with the members. Patrol officers are taught where to stand at the intersection; are cautioned not to attempt to control vehicular traffic, pupils only.



When he dons
Oak Ridge mo



"Slow" standards are displayed by the road-assembly and dismissal times by the safety officers in the Oak Ridge, Tennessee, school system.



Escorted in groups by the safety patrol, pupils at Oak Ridge cross the intersection near the school building.

Safety patrol officers are on duty before the buses bring pupils to the Oak Ridge school. An officer at each of the four corners of the stairway discourages unsafe conduct.

PATROL



At his belt and badge, the safety patrol officer attaches a pin to the "On Duty" column of the register board.

The school bus driver checks with the two patrol officers assigned to his bus. Safety patrol officers report examples of good and bad conduct to him—he is the responsible person.



Grade Crossing-Highway Accidents Classified

The Safety Lesson Units for April consider the hazards which exist where highways cross railroad tracks at grade level. This page is offered particularly for background information to the teachers who will use the lessons.

Over a period of years there has existed an impression among the public that the causes of grade crossing accidents were due to trains or other railroad equipment striking automobiles or persons at the intersection of street, highway or road with the railroad, according to the Association of American Railroads safety committee.

However, it will be noted that 2,452, or thirty-one percent of the accidents were due to vehicles or pedestrians running into trains.

Controlling conflicting traffic at the intersection of a highway and a railroad and controlling traffic at the intersection of two highways is similar.

One stream of traffic must be stopped to allow the other to proceed. Control signals and warning devices must be reasonably standard and fully understood by all concerned. The drivers of all vehicles must share the responsibility for safe movement through the intersections. This is a basic principle.

The assignment of responsibility for the safe conduct of traffic through highway-railroad intersections has been far different than for that at highway crossings alone. In the former case, by tradition dating back to the horse-and-buggy days, there has fallen upon the railroad the major part of the burden of protecting the crossing.

The railroads can stop the autoist by thrusting a gate down in his path. They can swing a red lantern or wave a red flag in his face. They

TYPES OF HIGHWAY- GRADE CROSSING ACCIDENTS IN THE U. S. DURING 1951

	Accidents	Killed	Injured
Pedestrian struck by train..	199	133	69
Passenger auto struck			
by train	1,780	854	1,928
Motorbus struck by train..	18	9	79
Motortruck struck by train	691	217	684
Motorcycle struck by train	2	—	2
Bicycle struck by train....	9	6	3
Animal-drawn vehicle struck			
by train	5	2	3
Other vehicle struck			
by train	26	9	23
Pedestrian ran into side			
of train	25	13	12
Passenger auto ran into			
side of train.....	982	267	1,317
Motorbus ran into side			
of train	1	—	1
Motortruck ran into side			
of train	181	49	152
Motorcycle ran into side			
of train	24	11	17
Bicycle ran into side			
of train	4	1	4
Other vehicle ran into			
side of train.....	2	1	1
Pedestrian passing over			
or under	9	2	7
Other grade crossing			
accidents	37	4	33
Total	3,995	1,578	4,335

Interstate Commerce Commission

Safety Education for March, 1953

can whistle at him. But it is not possible for the railroads themselves to educate the motorists on the highway and certainly it is not possible for the railroads to police them. Therefore, safety at the highway-rail intersection is largely a public problem and responsibility.

Some of the most common causes of accidents occurring at highway-rail intersections are listed here:

1. The motorist sees the train approaching but misjudges his speed and distance. He thinks he can get across, but fails.

2. The motorist races the train to the crossing and misjudges both his own speed and distance and that of the train, and either runs in front of the train and is struck or runs into the side of the train.

3. The motorist waits for one train to clear the crossing, then without taking proper precaution immediately starts across the crossing and either strikes or is struck by a train approaching

from the opposite direction on the adjacent track.

4. The motorist is so familiar with the crossing, having passed over it hundred of times, that he uses no caution whatsoever.

5. The motorist fails to observe and obey crossing warning signs and signals.

6. The motorist has defective eyesight, defective hearing, or both, or is otherwise physically or mentally deficient.

7. The motorist has too much alcohol in his system.

8. The motorist, driving at night as well as in a location with which he is not familiar, drives at a speed too great in such circumstances.

9. The motorist drives a car with faulty brakes or other defects and is unable to stop or start at the proper time, or stalls his car on the crossing.

Accidents Kill 1,518 in Oklahoma

by DeWITT HUNT

In the state of Oklahoma during 1951 a total of 20,084 persons died from all causes. Of these 1,518 died from accidents. We can say of all people who died in Oklahoma in 1951, one out of each 13.2 died from an accident.

It can be said that of all children who die, two out of five die from accidents.

In 1950 there were 173 accidental deaths of children under fourteen years of age. Most frequent "causes" were:

Automobile	73
Burns	38
Drownings	27
Mechanical suffocation (of infants) ..	25
Poisons	10

There were 122 fatal home accidents.

Of the automobile fatalities, twenty-nine were pedestrians, all these were children.

Tractors are dangerous pieces of farm equipment. More than twenty Oklahoma farmers or farm youths were killed in tractor accidents

in 1951. Tractor operation is too hazardous an occupation to be assigned to children under 16 or 17 years of age.

Of all the accidents reported in Oklahoma for 1951, the principal causes as shown by the report were:

Motor vehicles	594
Falls	272
Burns	152
Drownings	86
Accidental electrocutions	27

Certain accidents reach peaks of frequency in certain seasons. Education for the prevention of these types should be undertaken in their season of greatest frequency.

Burns occur most often during the winter months.

Drowning accidents occur mostly during five summer months.

DeWITT HUNT is safety chairman of the Oklahoma congress of parents and teachers and is head of the school of industrial arts at Oklahoma A & M.

Finds Driver Education Meets Sociological Need

by EDWARD W. PEPYNE

TWO HUNDRED AND FIFTY-TWO public high schools in Massachusetts, all but five of the state's total, offer classroom instruction in driver education. One hundred and sixty-one of these schools have dual-control cars for behind-the-wheel training.

Recently the Massachusetts Registry of Motor Vehicles, in cooperation with the Association of Casualty and Surety Companies, undertook a ten-year research to determine the value of driver education. Fifteen hundred pupils representing every section of the state were selected. They were divided into three groups of equal numbers. The first group had no driver education. The second group had classroom instruction only. The third group had both classroom and behind-the-wheel training.

Martin E. Morrill, who is conducting the study, reports that incomplete figures show untrained drivers have nine times as many reportable violations and accidents as do those who have had classroom instruction and ten times as many as those who have both classroom instruction and behind-the-wheel training.

(Statisticians at the National Safety Council warn that too much reliance should not be placed upon comparisons between drivers who have had and those who have not had driver education unless a representative sample of all pupils is given the course. Pupils who elect driver education in high school, where the course is not given to EVERY pupil, may be those who would have been superior drivers without having taken the course, they explain.)

The results of a sampling made in 1949 by the Center for Safety Education of New York University to determine the extent of teen-age-driver-accident involvement in Massachusetts, while not giving them a clean bill of health, shows teen agers to be no worse than persons in the 20-30 year age group.

An age-accident-involvement index, calculated to show the ratio of the percentage of accident involvement attributable to drivers of a given age to the percentage of licensed drivers at that age was found, in Massachusetts, to be 1.6 for teen agers, 1.6 for the 20-24 year age group and 1.5 for the 25-29 year age group. An index of 1.0 is considered the normal. Indices of more than one indicate poorer records. Only after the operator is thirty or older does the index fall below one.

On the basis of this sampling, teen-age drivers in Massachusetts are no better and no worse in their accident involvement experience than drivers in the 20-24 and 25-29 year age groups.

This study shows a higher ratio of accident frequency for drivers under thirty than for older drivers but it does not show conclusively that this higher ratio is wholly attributable to age. A study should be made to determine an index, not by chronological age of the driver, but by the number of years of driving experience. It might, and probably would, indicate that the higher accident frequency is, at least

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partially, attributable to the teen agers' lack of experience in driving under normal traffic conditions.

Rudolph F. King, registrar of motor vehicles for the commonwealth, quoted statistics from a more recent study at a hearing before the legislature on driver education. Teen-age accident involvement in Massachusetts has dropped forty-six percent in the ten-year period, 1941-51. As this period coincides with the expansion of the driver education program in the state's public high schools, there can be no question but that a part, at least, of the favorable decline in accident frequency can be attributed to driver education.

DRIVER EDUCATION, AS AN integral part of the high school curriculum, is designed to meet a sociological need. Since the young driver cannot look to older people for an example of good driving, driver education courses provide the only means by which high school pupils, through expert guidance, can acquire the basic attitudes, understandings and skills that are needed by a good driver. The high school provides the best opportunity for reaching the largest number of young drivers. The high school youngster is at the most appropriate age to be educated as a driver. Three out of four boys and girls will be driving before they reach their twenty-fifth birthday.

The typical Massachusetts driver education course, in addition to behind-the-wheel training on the road, includes these topics:

The social, economic and historical aspects of traffic control;

The psycho-physical requisites of the driver—including physical requirements, mental attitudes and social responsibilities;

The operation and maintenance of the car;

The physical and statute laws regulating driver behavior;

Technics in the art of driving;

Problems of the pedestrian and cyclist;

Causes and prevention of traffic accidents;

Methods of improving traffic conditions.

These topics include facts from the natural sciences, social studies, health, physiology, psychology and consumer education. Obviously a driver education course involves much more than just learning how to push pedals and to steer.

Driving is basically a psychological process which may be considered from five aspects: (1) attention—you are concentrating on driving; (2) perception—you see a round object



The author, Edward W. Pepyne, instructs two of the pupils in his West Springfield driver education class.

roll into the street; (3) interpretation—you recognize the object as a child's ball; (4) decision—you decide to prepare to stop because a child may be chasing it. He is! (5) action—right foot off the accelerator, brake pedal down, clutch pedal down.

The first two factors—attention and perception—are primarily dependent upon the driver's health and physical state. Interpretation and decision are conditioned by the driver's intelligence, past experience and training. Action is the result of the functioning of the other four factors.

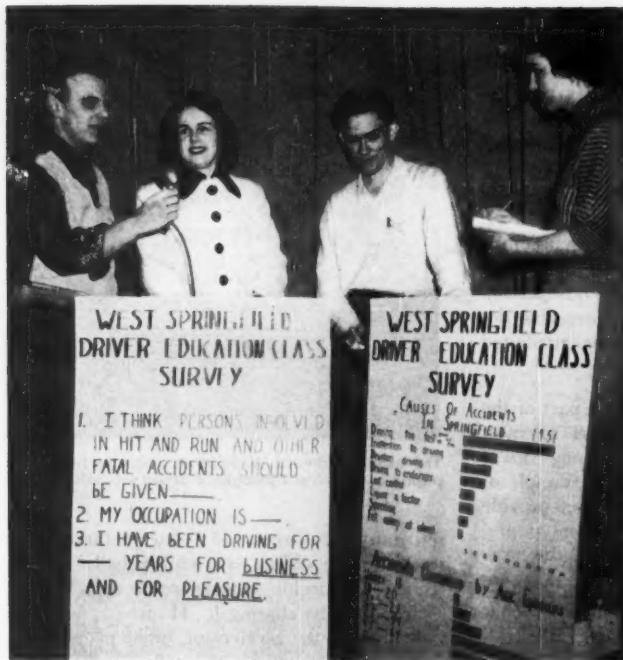
THE ONLY THING WE know about most accidents is the last, overt act taken by the driver or drivers involved. The factors we must attempt to condition are the factors which lead to that action.

We are educable. Contrary to the old saying, you can teach an old dog new tricks. Learning is a continuous process. If we can condition the individual to a stimulus we can anticipate the response. Judgment and attitude can be influenced by education.

In all of our activities there is a pattern of behavior which is polite, considerate, and sportsmanlike, a pattern which conforms to the mores of our culture. We must develop a new pattern to govern our conduct with a new factor—motor vehicles.

Let us take an example.

Suppose you appear before an adult group and say: "Anyone who hits a pedestrian with an automobile and then leaves that pedestrian by the side of the road, injured or dying, is a



Public opinion polls, which may also be instruments of public education, are conducted by pupils of the driver education classes. The author finds much to be desired in the public's opinion of the seriousness of drinking and driving and in the attitude toward ticket fixing.

renegade, a scoundrel, he should be locked up."

Almost everyone in the group is in agreement with you. Almost everyone has been conditioned in his attitudes regarding "hit and run" drivers.

Suppose you say, though: "Anyone who takes a drink and then drives a car is a renegade, a scoundrel, he should be locked up."

Not so many will agree with you. In this area desirable attitudes on highway safety have not yet been fully developed.

Finally, suppose you say: "Anyone who uses political influence to get a ticket fixed is a renegade, a scoundrel, he should be locked up."

Now you may find yourself in a minority position.

The basic task before us teachers of driver education is to develop in our society popular acceptance of a code of behavior which is efficient, sportsmanlike and courteous.

Of the three "E's" in traffic safety, the most important, Education, is the most neglected.

Drivers who receive scientific driver education attain superior attitudes and skills and thereby make a valuable personal and social contribution to accident prevention and highway safety. If we can feed into the driving population new, educated and trained drivers, a new kind of driving public will appear.

Red Cross Director Mildred Lowes Dies

Mildred Lowes, director of Junior Red Cross for Montgomery county, Ohio, died recently at her home in Dayton.

Mrs. Lowe had a long-time interest in safety education and had made many contributions. Despite an illness which had persisted for some two years, Mrs. Lowe continued her work late into 1952 even finding strength to attend the 40th National Safety Congress in Chicago last October.

Her many friends in safety join with SAFETY EDUCATION in extending sympathy to her family and co-workers.

Lealden Folger, nine, was in the back seat of the car which his father, Dalton, was navigating through the downtown streets of Anderson, Indiana. The car had just gone through a yellow light when Dalton heard from the back seat:

Green on the bottom,
Red on the top,
Yellow in the middle,
That's when you stop!

Supervisors Demonstrate Curriculum Planning

THE SAFETY EDUCATION supervisors section of the school and college division of the National Safety Council demonstrated at the Tuesday evening session of the 40th National Safety Congress the planning of a safety unit by a curriculum committee.

According to Gordon C. Graham, supervisor of the safety education department of the Detroit, Michigan, public schools, a well-planned unit in safety education should:

"Increase pupil understanding and acceptance of his responsibility in making the home, school and community safer places in which to live."

"This demonstration, which may contain many things with which you disagree, is intended to spur you to new activities."

Participants, who met in the simulated office of an elementary school principal, were:

Eliza E. Callas, representative of safety education, Montgomery County public schools, Kensington, Maryland;

R. L. Barrick, principal, Holmes school, Pittsburgh, Pennsylvania;

C. Benton Manley, director of secondary education, Springfield, Missouri, public schools; and

Harold K. Jack, supervisor of health and physical education, State Board of Education, Richmond, Virginia.

The scene opened with Miss Callas in consultation with Mr. Barrick:

Callas: The problem of absentees is under consideration by the student council.

Barrick: What centered their interest on attendance?

Callas: We've had an epidemic of measles.

Barrick: Teachers couldn't plan lessons because of the absences?

Callas: Yes. One child has been absent four weeks. There was a fire which destroyed his home.

Barrick: Has the school had any fire prevention activities?

Callas: Yes. Fire prevention was the topic which we used to open up the whole school safety program.

Barrick: What was your objective in the school program?

Callas: To increase pupil understanding and acceptance of his responsibility in making the home, school and community safer places in which to live.

Barrick: Then you want to develop understanding of the human relationships necessary and the knowledge of how people cooperate in order to have a desirable community.

Callas: Yes. But our immediate problem is what to do to impress upon the students their responsibility for preventing fires.

Barrick: In other words, you want to move from the general to the specific.

Manley: The children's interest in the problem of attendance is significant. It may open the way to directing their attention to fire prevention. I would say that the first step is to plan a resource unit in advance of any broader activity to help the teacher gain a background of information.

Jack: Then the problem will be to discover the childrens' interests. And figure how these can be tied into fire prevention.

Barrick: Out of their experiences will grow their interest.

Manley: We can give them an experience by having them visit a fire department station to see how the firemen work.

Jack: The pupils can use more information than just how a fireman works. We can get some statistics on fire losses and information from the fire department chief on fire prevention.

Barrick: This would tie in with many other activities. The children could write about their trip for English classes, they could make graphs for mathematics classes and posters for art classes.

Manley: In the science classes they could learn about the operation of fire extinguishers and all the children could make a survey to discover potential fire hazards in their homes, the school and the community.

Callas: Then we are back to our general objective of developing an understanding of human relationships and cooperation. The pupils can identify themselves with the various activities of the community, the fire department, the police department.

Jack: This seems to indicate that the program might result in more than information for the pupils. The teachers might learn of some innovations.

Callas: What should be included in a survey for fire hazards?

Jack: It could well include more than a check list. The pupils could gain experience in interviewing others by talking about fire hazards with an insurance man, the school cafeteria manager, the custodian, the librarian, . . .

Callas: The extent of the plan would have to depend upon the amount of interest shown by the children.

Jack: That's true. And there must be some expert guidance by the teacher so that out of the whole experience the children will get some very specific information on fire prevention.

Manley: But what will the children do with the information? After they have it?

Barrick: There should be some change in attitudes.

Callas: What are "attitudes?" How a person feels inside himself?

Barrick: There should be some who will carry their changed attitudes back home to their parents.

Manley: If they do have a changed attitude they may raise a fuss over such home fire hazards as trash left on the basement stairway.

Callas: Fire prevention really is a community

problem, then. It involves children, parents as well as the specialists—the fire department.

Jack: And don't forget the PTA safety committee.

Manley: How can the teacher evaluate the learning?

Barrick: First—are there fewer fires and false fire alarms? Then the teachers can get some evaluation through observing the children's activities, by checking with the parents to see if there are any changes in behavior, by a series of quick tests, and, most of all, by looking for any improvements in attitudes.

Series of Seven Safety Films

Seven films on safety, none as old as two years and several as recent as two months, have been prepared as a Functional Safety Series by Coronet Films. Dr. Vivian Weedon, curriculum consultant for the school and college division of the National Safety Council, was educational consultant for the series.

The series is called "functional" because, according to the company, they are not "Do" and "Don't" films but are constituted of normal activities of children at the intermediate grade level.

SAFETY TEACHING to be truly effective

needs to be grounded in a thorough understanding of children and of their mental, emotional, and social needs. We invite your examination of the Health and Personal Development Program to see the contribution this series makes. Ask for the cartoon wall chart #241 "Are You Smart About Safety at School?" suitable for use with middle- and upper-grade pupils. Free on request.

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Lower
Elementary

Safety Lesson Unit

March, 1953

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies, safety

RAIN or SHINE
Safe All the Time
WEATHER

Trace and

Find something that helps us in



Snow



Hot Sun



Mud



Rain



Draw lines to show



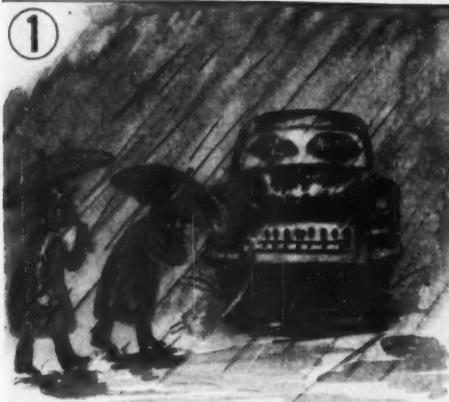
Sketch S9613A



Prepared by Leslie R. Silvernale, continuing education service, Michigan State College, East Lansing, Michigan. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

Some of these children are not safe. Put a red X on them. Tell why. Make pictures showing them all safe.

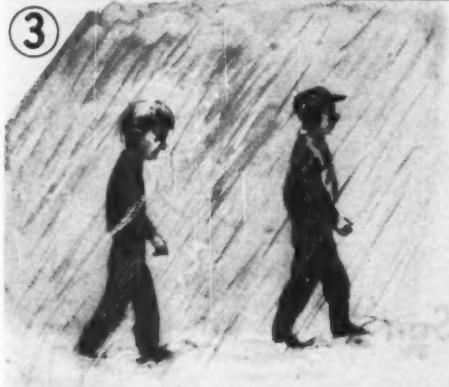
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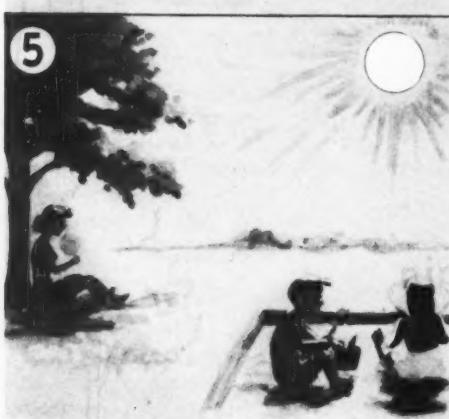
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4



5



6



Answers: 1. Carry an umbrella high enough to see where you start for school. 3. Be especially prepared for weather when you this lesson unit. Teachers: Put the children's pictures on the bulletin board with are going. 2. Choose bright colored or light colored rainwear to see where you 5. Protect yourself from the hot sun. 6. Fly kites in safe places.



Upper Elementary Safety Lesson Unit

March, 1953

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in general science, health, homeroom, English and safety classes

Safe All the Time

WEATHER



Sketch S9613A

Copy and

Draw rings around the letters in front of all the correct answers for each item.

1. The danger of being sunburned is increased by the reflection of the sun's rays from:
 - a. a body of water
 - b. dazzling white snow
 - c. green grass
 - d. black dirt
2. One way to prevent sunburn when you go bathing is to coat the skin with:
 - a. soap
 - b. olive oil
 - c. yellow petrolatum
 - d. perfume
3. Warning signs preceding tornadoes are:
 - a. dark, thick storm clouds
 - b. bright sunny skies
 - c. tremendous roaring or rushing sound
 - d. quietness, no noise
4. If caught outdoors in a tornado, a person should:
 - a. climb a tree
 - b. lie down in a ditch
 - c. cover the face with cloth to prevent choking with dust
 - d. pay no attention to it
5. If ice on the sidewalk cannot be removed it should be covered with:
 - a. water
 - b. leaves
 - c. salt
 - d. sand
6. When walking on icy streets and sidewalks a person should:
 - a. hurry
 - b. take plenty of time
 - c. take long steps
 - d. take short steps
 - e. wear leather-soled shoes

7. When walking in the rain, two things to remember about cars are:
 - a. drivers cannot see clearly
 - b. a car can be stopped in a shorter distance when the pavement is wet than when it is dry
 - c. it is just as easy to drive in the rain as at any other time
 - d. rain may cause cars to skid when brakes are applied
8. In an electrical storm it is best to:
 - a. remain indoors, if possible
 - b. go swimming
 - c. stay away from isolated trees
 - d. pay no attention to it

Some Things to Do

1. Dramatize what to do if caught outside in:
 - A tornado
 - A blizzard
 - A rain storm
 - An electrical storm
2. Make a frieze showing proper clothing for various kinds of weather
3. Make charts listing safe practices in various kinds of weather
4. In an encyclopedia, read about:
 - the United States weather bureau
 - floods
 - hurricanes
 - tornadoes
 - blizzards
 - lightning

Answers: 1. b, d; 2. a, c; 3. a, b, c; 4. a, b, c, d; 5. c; 6. a, b, c, d; 7. a, b; 8. a, b, c; 9. a, b, c, d; 10. a, b, c, d; 11. a, b, c, d; 12. a, b, c, d; 13. a, b, c, d; 14. a, b, c, d; 15. a, b, c, d; 16. a, b, c, d; 17. a, b, c, d; 18. a, b, c, d; 19. a, b, c, d; 20. a, b, c, d; 21. a, b, c, d; 22. a, b, c, d; 23. a, b, c, d; 24. a, b, c, d; 25. a, b, c, d; 26. a, b, c, d; 27. a, b, c, d; 28. a, b, c, d; 29. a, b, c, d; 30. a, b, c, d; 31. a, b, c, d; 32. a, b, c, d; 33. a, b, c, d; 34. a, b, c, d; 35. a, b, c, d; 36. a, b, c, d; 37. a, b, c, d; 38. a, b, c, d; 39. a, b, c, d; 40. a, b, c, d; 41. a, b, c, d; 42. a, b, c, d; 43. a, b, c, d; 44. a, b, c, d; 45. a, b, c, d; 46. a, b, c, d; 47. a, b, c, d; 48. a, b, c, d; 49. a, b, c, d; 50. a, b, c, d; 51. a, b, c, d; 52. a, b, c, d; 53. a, b, c, d; 54. a, b, c, d; 55. a, b, c, d; 56. a, b, c, d; 57. a, b, c, d; 58. a, b, c, d; 59. a, b, c, d; 60. a, b, c, d; 61. a, b, c, d; 62. a, b, c, d; 63. a, b, c, d; 64. a, b, c, d; 65. a, b, c, d; 66. a, b, c, d; 67. a, b, c, d; 68. a, b, c, d; 69. a, b, c, d; 70. a, b, c, d; 71. a, b, c, d; 72. a, b, c, d; 73. a, b, c, d; 74. a, b, c, d; 75. a, b, c, d; 76. a, b, c, d; 77. a, b, c, d; 78. a, b, c, d; 79. a, b, c, d; 80. a, b, c, d; 81. a, b, c, d; 82. a, b, c, d; 83. a, b, c, d; 84. a, b, c, d; 85. a, b, c, d; 86. a, b, c, d; 87. a, b, c, d; 88. a, b, c, d; 89. a, b, c, d; 90. a, b, c, d; 91. a, b, c, d; 92. a, b, c, d; 93. a, b, c, d; 94. a, b, c, d; 95. a, b, c, d; 96. a, b, c, d; 97. a, b, c, d; 98. a, b, c, d; 99. a, b, c, d; 100. a, b, c, d; 101. a, b, c, d; 102. a, b, c, d; 103. a, b, c, d; 104. a, b, c, d; 105. a, b, c, d; 106. a, b, c, d; 107. a, b, c, d; 108. a, b, c, d; 109. a, b, c, d; 110. a, b, c, d; 111. a, b, c, d; 112. a, b, c, d; 113. a, b, c, d; 114. a, b, c, d; 115. a, b, c, d; 116. a, b, c, d; 117. a, b, c, d; 118. a, b, c, d; 119. a, b, c, d; 120. a, b, c, d; 121. a, b, c, d; 122. a, b, c, d; 123. a, b, c, d; 124. a, b, c, d; 125. a, b, c, d; 126. a, b, c, d; 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835. a, b, c, d; 836. a, b, c, d; 837. a, b, c, d; 838. a, b, c, d; 839. a, b, c, d; 840. a, b, c, d; 841. a, b, c, d; 842. a, b, c, d; 843. a, b, c, d; 844. a, b, c, d; 845. a, b, c, d; 846. a, b, c, d; 847. a, b, c, d; 8

Copy and

IF THE ANSWER TO THE QUESTION is yes, draw a ring around the letter under "YES." If the answer is no, draw a ring around the letter under "NO." When the answers are marked correctly, the circled letters will spell words that make a sentence. Write the sentence on the line at the bottom of the page.

	YES	NO
Is it possible to become sunburned on a cold winter day?	B	C
Is the best way to get a sun tan to stay in the hot sun all day in your bathing suit?	A	E
Should you keep covered part of the time if you are going to be in the hot sun for a long time?	S	L
Is a person indoors safer from lightning than a person who is outdoors?	A	L
If you are outside in a thunderstorm, should you walk near a wire fence?	U	F
Should you lean against a tree during a thunderstorm?	P	E
Is it usually safe to stay in a car during a thunderstorm?	I	O
In parts of the country where hurricanes occur, do towns and cities have a system of warning signals?	N	S
If an approaching hurricane is reported, do wise people board up their windows and close storm shutters?	A	M
Are houses safe from fire following a flood?	B	L
If a person is trapped in a building in a flood, should he go to a high place in the building and wait for help?	L	C
Should electric appliances be checked after a flood?	K	N
If a person is caught in a car in a blizzard, should he leave the car at once?	C	I
If caught in a blizzard while walking, should you go to the nearest known shelter?	N	A
Is it easy for cars to stop when streets are slippery?	E	D
Should you take long steps when walking on slippery sidewalks?	H	S
Is there any danger from icicles hanging from eaves?	O	K
Is it safe to walk on top of snowbanks along the street?	M	F
Is it easy for drivers to see pedestrians in the rain?	O	W
Should you be especially careful crossing streets in the rain?	E	S
In a rainstorm, can cars stop as quickly for traffic signals as when streets are dry?	T	A
Can drivers see traffic signals as well in a fog as on a clear day?	W	T
Should an umbrella be carried in front of the face?	B	H
Might umbrella points be dangerous on a crowded sidewalk?	E	A
Do you need to be careful while carrying a closed umbrella?	R	S

Answer: The sentence reads: Be safe in all kinds of weather.

Junior High Safety Lesson Unit

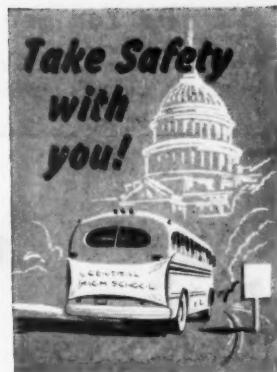
March, 1953

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, American history, American problems, natural science, guidance, homeroom and civics classes.

Take Safety with You!

EXCURSIONS



Sketch S9614A

THIRTY YEARS ago high school students rarely left the schoolroom officially during school hours. Today many of us take field trips to see some of the things about which we study in the classroom. Quite often excursions are taken in buses to distant places. When large groups travel any distance there must be adequate planning to insure a safe trip.

Planning the trip

First of all, planning should include all of those who are going on the trip and those who will play host to the visiting group. For example, if a class plans to visit an industrial plant, the industrial plant representative conducting the tour should know the approximate age of the group, the number of students in the group, the time allotted to the tour and the main things to be observed on the tour.

In addition to our knowing about the place to be visited, we should plan such procedures as loading and unloading passengers, seating and behavior during the trip, storing of baggage, checking attendance, and first aid for passengers during the trip.

Class activity

Let's see how well we can plan class excursions. Divide the class into four committees and have each committee plan a safety checklist for one of the following excursions.

1. A TRIP TO A FARM. Attention should be given to the kind of clothing to be worn, the season of the year, the dangers of farm machinery, the dangers to be expected from livestock and other items peculiar to a farm.

2. A TRIP TO THE COUNTY COURT. The traffic hazards should be analyzed carefully. Provisions should be made for proper conduct during travel. Other items relative to a safe excursion should be included.

3. A TRIP TO AN INDUSTRIAL PLANT. Information regarding the type of clothing to be worn, the dangers of machinery in motion, electricity and blast furnaces should be gathered and studied. Recommendations for safety should be developed from the information obtained.

4. A CLASS PICNIC. Water safety, identification of poisonous plants, insects and snakes, and first aid treatment are some of the items that need to be included in the checklist.

After each committee has finished its work, outline each checklist on the board and have each committee chairman explain the list. Through class discussion make certain that all points are clear and that the list is complete. Invite a representative of some transportation company to visit your class and discuss your checklists. Other consultants may be brought in to comment on your work—such as the agriculture teacher for farm safety and the physical education teacher for picnic safety rules.

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Do You See Yourself in Any of These Pictures?

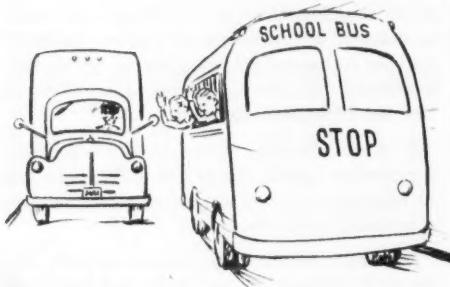
Directions: Have each committee select a picture and see if the checklist it developed includes safety rules which would have prevented the situation shown in the picture.



①



②



③



④

Evaluate Your Work!

The best method of evaluating what you have done is to discuss your checklist after an excursion has been completed. After your next trip revise your checklists in light of the experiences you have had.

Follow-up Suggestions

After you have tested your Excursion Safety Checklists, submit them to the editor of your school paper for publication. Ask other groups who use the lists for planning trips to make suggestions for their improvement.



Senior High Safety Lesson Unit

March, 1953

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Planning the trip

First of all, all those who are going on the trip and those who will play host to the visiting group should be included in the planning. For example, if a class plans to visit an industrial plant, the plant representative conducting the tour should know the approximate age of the group, the amount of time allotted for the tour and the main things to be observed on the tour. Then the plant representative can inform the students beforehand of the plant safety rules.

In addition to knowing about the place to be visited, we should plan about such procedures as loading and unloading passengers, seating and behavior during the trip, storing baggage, checking attendance and first aid for passengers during the trip.

Group activity

Let's see how well we can plan an excursion. Divide the class into four committees and have each committee plan a checklist for one of the following excursions:

1. A BIOLOGY FIELD TRIP. Particular attention should be given to clothes, drinking water, poisonous snakes and plants, footgear and first aid equipment. What other items are important?

2. A BEACH PARTY. Life guard facilities, undertow dangers, poisonous marine life, sunburn, and swimming immediately after eating are some of the items that should be taken care of in the checklist. What has been omitted?

3. A TRIP TO WASHINGTON, D. C. On a long trip like this, such things as storing baggage, home phone numbers for emergencies, clothing, seating arrangements and passenger behavior must be planned carefully to insure a safe trip. Are these all?

4. A TRIP TO A STEEL MILL. Information regarding the type of clothing to be worn, the dangers of machinery in motion, electricity and blast furnaces should be gathered and studied. Provisions for safety should be developed from the obtained information.

After each committee has finished its work, outline each checklist on the board and have each committee chairman explain the checklist. Through class discussion make sure that all points are clear and that the lists are complete. Invite a representative from a transportation company to visit your class and discuss your checklists. Other consultants may be brought in to comment on your work such as the industrial arts teacher for checking on the steel mill safety list and the physical education teacher or scout master for checking the beach party list.

Prepared under the direction of Kimball Wiles, chairman, Division of Secondary Education, and Vincent McGuire, assistant professor, College of Education, University of Florida. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in the U.S.A.

Do You See Yourself in Any of These Pictures?

Directions: Have each committee select a picture and see if the checklist it developed includes safety rules that could have prevented the action shown in the picture.



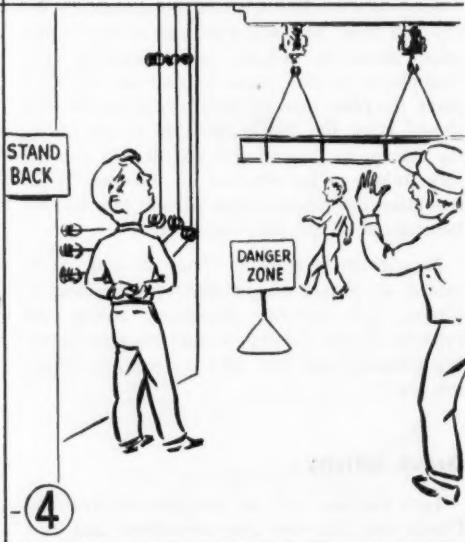
①



②



③



④

Evaluate Your Work!

The best method of evaluating what you have done is to discuss your checklist again **after** an excursion has been completed. After your next trip, revise your checklists in light of the experiences you have had.

Follow-up Suggestions

After you have tested your Excursion Safety Checklists, submit them to the editor of your school paper for publication. Ask other groups who use the lists for planning trips to make suggestions for improvement.

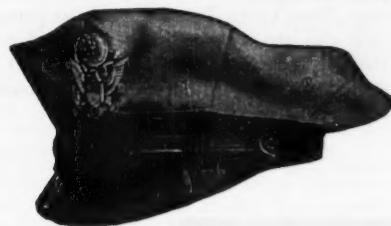
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The very popular adjustable school safety patrol belt. Made of two inch and 2½" heavy quality. Web with two-piece никель rust-proof buckle with prong toggle. Both waist belt and shoulder strap are easily adjustable. The entire belt easily cleaned.



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Mr. Rogers is chairman of the board of The Texas Company. He has been an employee, executive or director of the company since 1915. He is a director, also, of the Freeport Sulphur Company, National Dairy Products Corporation, and the American Petroleum Institute.

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Safety in Family Living

(from page 19) these three fields, specific dangers are stated, safe practices are outlined, and projects which make use of demonstrations, pupil participation, and community resources are suggested."

The twenty-eight page booklet was prepared by a committee composed of high school teachers, instructors in home economics at various colleges, and educational consultants of various interested commercial concerns.

Titles of the major divisions of the booklet are: Managing the Kitchen; Managing the Home; Safe Care of Children; and Care of the Sick.

Lost and Found, one of a series of six filmstrips entitled "Growing Up," produced by Popular Science Publishing Co., 353 Fourth Ave., New York. The firmstrip was planned to help children develop habits that will prevent them for getting lost; to show them what to do, should they get lost in certain circumstances; and to help them avoid panic.



NEAT AND EASY
TO KEEP CLEAN
COMPLETELY WEATHER
RESISTANT

Parafall may be applied to any existing play surface. Remains alive and resilient. Tough and long wearing. Write for our Brochure and additional information. Quotations upon request.

Learning Safety Is Fun

Right: For an infraction of the rules of the road, the violator gets a "traffic ticket" from the patrol officer. Below: Both the violator and the patrol officer appear before a jury of their classmates. Social pressures soon persuade deviates to conform.



(from page 4)

after his entire class voted against him in traffic court, that his behavior was not socially acceptable.

When the training program was over, Dr. Jenney wrote an analysis of the results in which he listed the following:

- There is a definite carry-over of attitudes on traffic safety into life outside the school.
- The over-aggressive child learns the importance of cooperation and of respect for the rights and privileges of others.
- The timid child develops self-confidence.
- All of the children came out with an increased respect for property and an awareness, not only of the right of others, but also of the need for rules and regulations to protect those rights; with a greater willingness to wait



their turn and with a better code of good sportsmanship.

It was at home, however, that the program had an effect not anticipated. Parents discovered that they could no longer ignore stop signs, or cross white lines, or walk against the light without eliciting protests from their children.

for SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size.



The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at \$15.00 Per Doz. \$1.50 each small lots.

3 1/4" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment. No. 33 Blue on white JUNIOR SAFETY PATROL. No. 44 Green on white.

SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen	\$5.00	Lots of 50	28c each
Lots of 25	30c each	Lots of 100	25c each

SIGNAL FLAGS—12x18 Inches Red cotton bunting, white lettering, "SAFETY PATROL." Per dozen .. \$6.00 Less than dozen .. \$1.00 each

Write for our Safety Patrol Circular
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129 West Hubbard, corner La Salle, Chicago 10, Ill.

TRADE PUBLICATIONS

The following publications are intended for the guidance of those responsible for the purchase of equipment to promote safety in the school. The coupon below will bring FREE to responsible school personnel any or all of those listed.

1. **Safety Patrol Equipment:** New 1953 catalog describes and illustrates company's complete line of safety patrol equipment including Sam Brown belts, caps, badges, safety sentinels, traffic cones, arm bands and many other safety items. Descriptions and prices included. Graubards, Inc.
2. **Floor Maintenance Machines:** Complete information on polishing—scrubbing machines, a dry-scrubber with self-sharpening brushes, mop trucks, vacuum cleaners for wet and dry pick-ups, and other accessories for floor care. Finnell Systems, Inc.
3. "Common Sense in Classroom Lighting": Holophane's latest data on classroom lighting are compiled in a new authoritative book. Some of the subjects covered are: maximum utilization of light, minimum lighting requirements, improved quality of lighting, brightness control at source, etc. Holophane Company, Inc.
4. "How Pax Works in the Business of Running a School": The "case study" of a modern high school communications system is offered in an abundantly illustrated 8-page booklet. Of special interest to school administrators. Automatic Electric Sales Corp.
5. **Steel Lockers:** Catalog describes and illustrates Medart lockers all standard types and sizes, recessed and free standing, also illustrated basket shelving in both permanent and portable types. Fred Medart Products, Inc.
6. **Electric Hand Dryers:** New illustrated brochure shows all models of Sani-Dri hand and hair dryers with new high speed drying features. Installation plans included. The Chicago Hardware Foundry Co.
7. "Safe Exit": Information on new "Safe Exit" film. Ideal for use in school training program or PTA meetings. No charge to show the film. Vonnegut Hardware Co., Von Durpin Division.

SAFETY EDUCATION

MARCH, 1953

425 North Michigan Avenue, Chicago 11, Ill.

Please have sent to me the publications checked.

1	2	3	4	5	6	7
<input type="checkbox"/>						

Name.....

Title.....

School.....

Address.....

City.....

Discuss Driver Education

(from page 11) be kept separately by the state department of licenses, a keyed number was suggested as a method.

• "Since driver education instituted by legislation fails to recognize the necessary physical limitations in the establishment of adequate programs in the school curriculum," it was urged that driver education should continue to be a definite charge on the office of the state superintendent of public instruction.

Lax observance of fire safety precautions by various local systems was exercised. "There should be," the group said, "more strict enforcement and more regular periodic checks of fire and health safety regulations in our schools."

Chairman of the school safety session was Carl Dowling of the Washington Association of Broadcasters. Secretary was Guy Rowland, director of school transportation in the state department of public instruction. Chairman of the resolutions committee was Gummie Johnson, public relations director of the Washington Education Association.

Hot Rodding Called

(from page 12) goes into his car. Whoops, my error! I meant his coon-tailed, mud-flapped, leaded-in, shackled, (including pipes and leopard skin upholstery) "vehicle." Louie thinks that all laws and traffic regulations were made only for "squares," "Creep-a-long Clarence," and all those who want to reach the doddering old age of twenty!

Louie delights in that barbaric sport held on crowded avenues known as the "dig race." Our Louie is "digging" himself an early grave. "Drive about 70 per, get there early and avoid the rush," (to the cemetery) says lightfoot Louie (on the brake, that is).

This breed is self-extirminating, but sadly enough they usually manage to exterminate one or two others before putting themselves six feet under. Now comes the query: "How can we rid ourselves of this scourge of humanity?" Well, it's up to you. You can give those Speed-demons the dose of Common Sense they need to cure them. Try it. If you missed your chance for the proverbial "ounce of prevention," then give 'em your "pound of cure." The life you save may be your own!

60 angles of attack against accidents

are offered you in

SAFETY EDUCATION DATA SHEETS

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| (25) Fireworks and Blasting Caps | (55) Motor Vehicle SPEED |
| (26) Domestic Animals | (56) Welding and Cutting Safely |
| (27) Swimming | (57) Safety in the Auto Shop |
| (28) Small Craft | (58) Winter Walking |
| (29) Play Areas | (59) Safety in the High School Chemistry Laboratory |
| (30) Winter Driving | (60) Safety in the Farm Mechanics Shop |

Address Inquiries to the National Safety Council

425 North Michigan Avenue, Chicago 11, Illinois

He Asked Permission to Stay

*Major William E. Barber, USMC
Medal of Honor*



EIGHT THOUSAND weary marines lay besieged at Yudam-ni; three thousand more were at Hagaru-ri, preparing a breakthrough to the sea. Guarding a frozen mountain pass between them, Major Barber, with only a company, held their fate in his hands. Encirclement threatened him; he was ordered to withdraw. But he asked permission to stay, and for five zero-cold days the company held the pass against attack. The Major, badly wounded, was carried about on a stretcher to direct defense. When relief came, only eighty-four men could walk away. But Major Barber's action had been decisive in saving a division.

"I know," says Major Barber, "that you at home realize what hard jobs our sons and brothers are doing in America's armed forces. Maybe you haven't realized that you're helping those men—whenever you invest in U. S. Defense Bonds. True, Bonds are personal financial security for you. But they also strengthen our economy—to produce the good arms and food and medical care that make our men secure."



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